



Constructing an Interdisciplinary Framework for Home Language Education at the Early Childhood and Primary School Bridging Stage

--Integrating Linguistic, Psychological and Educational Perspectives

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Abstract. With the development of preschool education in China, the family language education in the connecting stage has become the focus of attention in the education circle. However, the current research on how to construct an effective interdisciplinary framework for language education at home is relatively insufficient. This paper uses questionnaire method, SPSS data analysis method, combined with cutting-edge academic research results, to construct the interdisciplinary framework of family language education in the bridging stage of childhood. On the basis of integrating the perspectives of linguistics, psychology and pedagogy, this study constructed an interdisciplinary family language education framework, including language environment, language model, language and psychological cognitive development rules, which effectively promoted the improvement of children's language ability and learning achievement.

Keywords: preschool connection; Family education; Language education; interdisciplinary

1 Introduction

The transitional stage between kindergarten and primary school has a significant impact on children's language development and learning achievement. The Ministry of Education pointed out in the "Kindergarten Preparation Education Guidance Points" that the kindergarten should pay attention to the cultivation of children's learning ability, including social communication, listening and expression, reading and pre-writing.^[1]

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However, the existing studies mainly focus on the analysis of the current situation, and there are few studies on action plans. Only 13 literatures with the keywords of "preschool connection" and "language education" can be found on CNKI. Therefore, this study aims to fill the gap in the research on the framework of family language education in the preschool cohesion stage, and provides a method of comprehensive application of linguistics, psychology and pedagogy to guide the work of family language education in the preschool cohesion stage in educational practice, which is of great significance for improving children's language ability and learning achievement.

2 Literature Review

2.1 Parents have weak awareness of language education

According to the research of Su Shangfeng (2023), as the first natural place that children come into contact with after birth, the family is the nursery of children's language development and growth.^[2] It is necessary to pay attention to the phenomenon of language circle in children's growth and attach importance to family language education. Many parents do not have enough understanding of the importance of bridging language education, and have not formed a systematic concept of language education. Parents' way of language education is mainly mechanical memorization, ignoring the importance of language environment construction and communication.

2.2 Lack of language education resources

According to the research of Zhu Shiqi (2021), with the continuous development of The Times, parents generally pay more attention to the education of children in the link stage of early childhood.^[3] Children at this stage have a strong ability to accept new things, and with the continuous advancement of China's education reform, the new curriculum standard clearly stipulates that the cultivation of students' comprehensive quality should be strengthened.

However, Cao Lu (2016) sorted out and analyzed the problems in language education from the perspective of preschool connection by using domestic ecological theories, preschool faulting theories, and whole-language education theories.^[4] In reality, the progress of the link work of preschool language education is not optimistic, and there are still many problems in the link, such as ignoring the continuity between education stages, relatively weak teachers, lagging parents' education concept, and the fault between kindergarten, primary school and parents. Most parents have a single way of language education and lack professional guidance. Family language education resources are insufficient, which can not meet the diversified language learning needs of children.

2.3 Lack of connection between schools

According to the research of Wang Dan (2020), language education is related to the cultivation of children's comprehensive literacy and affects the effectiveness of children's school preparation during the transition period.^[5] Therefore, a family ecosystem of language education for preschool children should be built to give full play to the advantages of families in children's language education.

Wu Cailian (2022) pointed out that the current situation in the kindergarten connecting stage is that the teaching objectives, curriculum arrangements, teaching methods and learning tasks of kindergartens are fundamentally different from those of primary schools, resulting in many children in large classes entering the first grade.^[6] It is difficult to adapt to primary school learning and life, learning self-confidence is deeply hit, and the formation of good learning habits is left empty. At present, there is a serious disconnect between language teaching and family language environment in preschool education institutions. Family and school have not established effective communication, resulting in language education concepts and methods difficult to reach agreement.

2.4 Inconsistent monitoring and evaluation

Li Ying (2022) pointed out that for children, language education can promote their development from the aspects of thinking mode, learning habits and social skills, and parents should pay special attention to the importance of language education for children in the transitional stage.^[7]

Zhang Minghong and Cui Jixiao (2011) believe that language education, as part of the link between kindergarten and primary school, is of great significance to children's sustainable development and lifelong learning, and has an important impact on whether children can realize a smooth transition from kindergarten to primary school.^[8] There are many differences between kindergarten language activities and primary school language education. At present, the situation of preschool language education convergence is not optimistic. Kindergartens and primary schools should jointly assume the responsibility of connecting children and children, and work closely with parents to achieve the smooth connection of early childhood language education. At the same time, there is a lack of sharing and comparison of children's language ability assessment results in home proofreading, which cannot form continuous monitoring and feedback.

2.5 Outlook

On the whole, there are some problems in the family language education of our country, such as disconnection between home and school, lack of resources and lack of monitoring. It is necessary to strengthen the collaboration between families and schools, promote the unification of language education concepts and methods, build language education resources, and form a linked monitoring and evaluation system. This is an important way to improve the quality of family language education in the transitional stage of early childhood.

3 Research methods

3.1 Questionnaire method

This paper takes "the present situation of family language education in the connecting stage of childhood" as the research question, and receives 252 questionnaires, excluding 15 invalid questionnaires, and 237 valid questionnaires in total. The families who filled out the questionnaire mainly concentrated in Chongqing and Shanghai, and the respondents were mainly mothers, and the parents were mainly teachers. The questionnaire collected sample basic information, responsible subjects, sample attitudes and cognition, intervention process, experience and problems of family language education, etc., obtained corresponding data and formed relevant tables for research and analysis.

3.2 SPSS data analysis

First analyzes the sample background (region, relationship, age, educational background, occupation) and other information, and then carries out the description analysis of research variables (other items other than background factors), and then conducts the difference analysis with language education effectiveness as the dependent variable and the highest educational background as the independent variable. Then, the author adopts Spearman correlation analysis on the degree of emphasis, necessity cognition, purpose cognition and effectiveness of language education measures in the connecting stage of family language education, and finally draws a conclusion.

4 Analysis of questionnaire data

4.1 Sample Background Analysis

In terms of regional distribution, the sample source of this questionnaire covers ten Chinese provinces, mainly focusing on Chongqing Municipality and Shanghai Municipality, of which there are 172 people from Chongqing Municipality, accounting for 72.57%, and 51 people from Shanghai Municipality, accounting for 21.52%. In terms of age, the sample is dominated by the Post-80s and Post-90s, with 97 people from the Post-80s, accounting for 40.9%, and 100 people from the Post-90s, accounting for 42.2%. Besides, the sample also consists of Post-00 (6.8%), Post-70 (6.8%) and Post-60 (3.4%), covering all age groups. In terms of academic qualifications, nearly 90% of the sample had a bachelor's degree or below, with 65 people (27.4%) having a high school degree or below, and 151 people (63.7%) having a bachelor's degree. And there are 21 people with education in graduate school and above, accounting for 8.9%. In terms of occupational distribution, the sample is dominated by workers in the education industry, with kindergarten teachers and elementary school teachers accounting for the major part. In addition, it also includes a wide range of occupations involving civil servants, freelance workers, housewives, laborers and so on, with a wide range of occupations. In addition, the questionnaire also investigated the relationship between the sample and their children. According to the data, nearly 60% of the participants in this

questionnaire were the children's mothers, totaling 142, and there were 48 fathers, accounting for 20.3%. In addition to parents, the sample also included the child's siblings and grandparents groups, accounting for 6.8% and 6.3% respectively. Other groups include aunt-nephew, aunt-nephew, and teacher-child relationships, totaling 6.8%.

4.2 Descriptive Analysis of Research Variables

4.2.1 Responsible Subjects.

The responsible body of early childhood language education at the stage of transition plays an important role in the language development of young children. In the sample, 42.5% of the responsible subjects of language education for young children at the transitional stage were parents, followed by schools or institutions, accounting for 33.1%. Besides that, 10.9% of the samples regarded home teachers as the responsible body of language education for young children, and 13.4% of the samples also regarded relatives, friends and other groups as the responsible body of language education for young children in the transitional stage.

4.2.2 Awareness and Cognition.

(1) Awareness of the degree of importance and necessity.

The questionnaire uses a five-level scale to measure the degree of importance families attach to language education for young children at the stage, with numbers from 1 to 5 representing the degree of importance ranging from no importance to importance. Results showed that the mean value of the sample's degree of importance was 4.27, the median was 5, and the standard deviation was 0.912, reflecting that the sample families attached high importance to language education for young children at the transition stage. The necessity scoring (0-100) of the sample was intended to measure their perception of the necessity of language education at the transition stage. As shown in Table 2, the mean is 80.27, the median is 90, and the standard deviation is 25.216, reflecting that the sample families to a large extent perceive the necessity of guided language education for children at the transition stage.

This shows that the vast majority of the sample families can realize the importance and necessity of language education at the transitional stage.

(2) Perception of the purpose of language education.

The significant feature of the kindergarten-primary bridging stage is that it is under greater pressure to advance to higher education. Therefore, "primary schooling in kindergartens" has become more and more intense in the kindergarten-primary bridging stage, and young children's learning is often aimed at advancing to higher education and test-taking. Based on this phenomenon, this questionnaire set up a sliding scale of percentage questions to understand the sample's perception of the purpose of early childhood language education at the stage of bridging the early childhood and primary schools. The results showed that the mean value of this item was 75.26 and the median value was 84, reflecting that the sample families believed to a greater extent that the

purpose of language education at the transitional stage was to prepare for language learning in elementary school.

(3) Perception of Language Education Content.

This questionnaire also set up related questions to understand the sample's perception of the content of language education at the transition. The results show in Table 1 that the content of language education, in descending order of selection, is: reading literature, expressing daily dialect, learning calligraphy and art, learning a second language, and others (pinyin, math initiation, etc.), reflecting the samples' perceptions that the content of language education at home emphasizes the enhancement of reading ability and expression, and pays more attention to the inheritance of the local culture of their own country.

Table 1. Perception of Language Education Content

Perception of Language Education Content		Percentage
	Everyday vernacular expressions (local, colloquial, etc.)	82.28%
	Literature reading (ancient poems, children's songs and rhymes, hysterical idioms, etc.)	87.86%
	Specialized studies in calligraphy and arts (including singing, dancing and drama performances)	61.6%
	second language acquisition	40.51%
	Others	1.69%

4.3 Intervention process

(1) Pre-intervention: assessing the level of language development.

According to Vygotsky's theory of the zone of nearest development, teaching and education that focuses on the students' zone of nearest development is conducive to mobilizing learning motivation and better developing their potential. Assessing children's language development level before taking language education measures is important for taking scientific education measures according to children's nearest developmental zone. Our findings show that more than half of the parents in the sample judged their children's language development level based on their experience only, and nearly 24% of the parents assessed their children's language development level comprehensively before taking language education measures, while 19.41% of the parents did not assess their children's language development level before taking language education measures, which reflected that most of the parents tend to neglect the importance

of assessing their children's language development level before intervention. This reflects that most parents tend to neglect the importance of assessing their children's language development level before intervention.

(2) At the time of intervention: language education measures.

According to the *Learning and Development Guidelines for Children Aged 3-6*, children should achieve the following goals before entering elementary school: listen attentively and be able to understand commonly used language, be willing to speak and be able to express themselves clearly, have civilized language habits, like to listen to stories and read books, have a preliminary ability to read and understand, and have the desire to express themselves in written form and have the initial skills to do so. Therefore, this questionnaire focuses on the language education measures for the four skills of "listening, speaking, reading and writing" to understand the basic situation of the language education measures at home.

Results showed that the most popular measure for improving listening skills is "providing rich auditory materials, such as story CDs, music, and nature sounds, etc., to stimulate children's interest in sound"; the measure for improving expression skills is "listening to stories, watching movies and television, and retelling the general idea and the plot of the story that interests you". Nearly 90% of the parents adopt the method of "providing abundant reading materials, such as picture books, story books, simple books, etc., and encouraging children to read independently" to improve children's reading ability; "teaching common basic sentence patterns and vocabulary, and letting children learn to read by themselves"; and "teaching children to read by themselves, and letting children learn to read by themselves. "Teaching common basic sentence patterns and vocabulary so that children can learn how to construct and organize simple sentences" was the most popular way of improving children's writing skills, accounting for about 62% of the measures. This reflects the passive nature of home language education measures at the ECE stage, where parents tend to choose the "input" mode of intervention and children passively absorb the various learning materials provided by parents. Taken together, the percentages of cases in the four areas of "listening, speaking, reading and writing" were 297.9%, 411.8%, 358.6% and 243.5% respectively, which indicates that in the home language education at the stage of bridging the elementary and junior high schools, the interventions targeting the children's expressive and reading skills were more than the interventions targeting their listening and writing skills, reflecting the fact that the parents' interventions in the four areas of "listening, speaking, reading and writing" were more passive than the interventions targeting their children's listening and writing skills. This indicates that in the family language education at the ECE stage, the interventions for improving children's expression and reading skills are more than those for listening and writing skills, reflecting that parents attach more importance to children's expression and reading skills than to children's listening and writing skills.

(3) Post-intervention: effectiveness of the intervention and how it was assessed.

The questionnaire adopted a five-point scale to measure parents' self-assessment of the effectiveness of their language education measures, with values ranging from 1 to

5 representing effectiveness from small to large. As results showed that nearly 60% of the samples scored in the high range (4-5), and 27% scored 3, with a mean of 3.8 and a standard deviation of about 1, reflecting that the effectiveness of the above language development interventions was not outstanding.

The way in which the effectiveness of language education measures was assessed affected parents' judgment of the effectiveness. Results suggested that the sample mainly judged the effectiveness of the language education measures taken on the basis of observations and records of daily life (67.09%) and verbal communication with the children (70.04%). Some of the respondents also judged the effectiveness of the measures based on narrative and story writing (44.73%), feedback on the scores of elementary school language papers (23.21%) and professional scales (14.77%).

4.4 Experiences and Problems

The sample participants also shared their experiences and problems of home language education in relation to their own language education practices, which provided a richer perspective on the current situation of home language education at the transition.

The sample subjects' experiences of effective language education are summarized as follows. First, to seize the sensitive period of young children's language development timely, and take scientific and reasonable language education measures to intervene and improve the level of language development. The second is routineization, which advocates that language education should be infiltrated into the daily life of young children. Thirdly, it is fun-oriented, including allowing young children to engage in language learning in games and accompanying the reading of picture book materials of interest. Fourth, systematization, with some sample respondents recommending enrolling young children in elocution classes, picture book classes, etc., to enhance professional and systematic language education for young children. Fifth, socialization, encouraging children to interact with their peers more often, and to improve their listening, speaking, reading and writing skills in social communication. In addition, "more encouragement" and "patient guidance" provide emotional support for children's language learning and increase their self-confidence.

According to the description, the problems of family language education at the stage of transition can be summarized as follows. First, the uneven development of abilities, such as parents mentioned that their children "can speak, can read, and can't write". Secondly, it is difficult to build a language environment, which includes factors such as the influence of dialects and the lack of a bilingual environment. Thirdly, the resources are fragmented and unsystematic. Most of the language education materials are purchased randomly based on interest and cannot provide children with systematic language learning resources. Fourth, the lack of accompaniment and communication. Some parents report that they rarely accompany their children and conduct language education in person due to their busy schedules.

4.5 Analysis of Variance

In order to explore the correlation between the highest educational level and the effectiveness of language education measures, the overall means of the effectiveness of language education measures taken by parents with different educational levels were compared by Levene's ANOVA.

Set μ_1 =the effectiveness of language education measures taken by parents whose highest educational level is high school or below, μ_2 =the effectiveness of language education measures taken by parents whose highest educational level is bachelor's degree, and μ_3 =the effectiveness of language education measures taken by parents whose highest educational level is master's degree or above. $h_0: \mu_1=\mu_2=\mu_3$, $h_1: \mu_1\neq\mu_2$ or $\mu_1\neq\mu_3$ or $\mu_2\neq\mu_3$, and set the significance level at 0.05.

As can be seen from Table 2, the F-value was 8.947, with a two-tailed test of the probability of concomitance of $p<0.05$, and thus there was a significant difference in the effectiveness of language education measures taken by parents with different levels of education at the 0.05 level of significance, with the highest level of education having a correlation with the effectiveness of language education measures. On average, the higher the educational level of parents, the better the effectiveness of language education measures taken.

Table 2. Levene's ANOVA

	Sum of Square	Degrees of Freedom	Root Mean Square	F	Significance
Between groups	18.205	2	9.103	8.947	0.000
Within groups	238.073	234	1.017		
Total	256.278	236			

4.6 Analysis of Variable Correlations

In order to further explore the factors influencing the effectiveness of language education measures, Spearman's correlation analysis was conducted to analyze the degree of attention, the perception of necessity, the perception of the purpose of language education and the effectiveness of language education measures.

As shown in Table 3, the two-tailed test of the probability of $p < 0.01$ for the degree of importance and the effectiveness of language education measures indicates that there is a significant correlation between the degree of importance and the effectiveness of language education measures at the 0.01 significance level, with a Spearman correlation coefficient of 0.427. The two-tailed test of the probability of $p < 0.01$ for the degree of perceived necessity and the effectiveness of language education measures indicates that the degree of perceived necessity and the effectiveness of language education measures are significantly correlated with the degree of importance, with a Spearman correlation coefficient of 0.247. The two-tailed test of the probability of the parents' perception of

the necessity of language education and the effectiveness of language education measures is $p > 0.01$, which means that the parents' perception of the necessity of language education is not significantly correlated with the effectiveness of language education measures at 0.01 significance level, and the Spearman's correlation coefficient is 0.247. The Spearman's correlation coefficient is 0.174.

In conclusion, at the 0.01 level of significance, parents' attention to language education and parents' perception of the necessity of language education are significantly and positively correlated with the effectiveness of language education measures, while parents' perception of the purpose of language education is not significantly correlated with the effectiveness of language education measures.

Table 3. Spearman's correlation analysis

		Degree of importance	Necessity perception	Perceived Purpose of Language Education	Effectiveness of language education measures
Degree of importance	Pearson Correlation	1	.406**	.217**	.427**
	Significance		0.000	0.001	0.000
	Amount	237	237	237	237
Necessity perception	Pearson Correlation	.406**	1	.577**	.247**
	Significance	0.000		0.000	0.000
	Amount	237	237	237	237
Perceived Purpose of Language Education	Pearson Correlation	.217**	.577**	1	.174**
	Significance	0.001	0.000		0.007
	Amount	237	237	237	237
Effectiveness of language education measures	Pearson Correlation	.427**	.247**	.174**	1
	Significance	0.000	0.000	0.007	
	Amount	237	237	237	237

** . At the 0.01 level (two-tailed), the correlation was significant.

5 Problem analysis

5.1 Current situation faced

According to the results of the questionnaire survey and SPSS data analysis, we can see that the main problems in the family language education in the children's early childhood cohesion stage can be summarized as: parents have updated ideas, but lack of practical action plans.^[9] Most of the parents we surveyed are preschool teachers or education professionals. The pure knowledge view of education, that is, the task of preschool language education is to prepare for primary school language learning, is being replaced by the all-round development view of education, that is, language education needs to develop children's expression, communication, reading comprehension, logical thinking and other comprehensive abilities. But increased awareness does not equate to a shift in educational behavior.

First of all, in terms of language education measures, parents generally attach importance to reading and expression, while listening and writing are relatively weak. For "listening", the process of listening is also a process of exercising thinking ability, we need to screen out what we need from the vast information, and learn speaking skills from other people's language expression. At the same time, this is also a process of self-centerism. Piaget concluded through the "three Mountains experiment" that a major feature of preschool children is "egocentrism", that is, it is difficult to think from the perspective of others, and children who can learn to listen are often more empathic and can quickly understand the intentions of others. For "writing", it is a process of reorganizing language and deep thinking, and the expression needs the timely response of the child. There may be some problems in the language logic and grammatical expression at that time, but the writing reorganizes the language to promote the further development of cognition. Reading is an input process, while writing is an output process. The input knowledge is external, and it needs to be transformed into something we internalize in our minds and can really use. This is a self-constructing process.

Secondly, in the four sections of "listening, speaking, reading and writing", the language education measures taken by parents have a great similarity, respectively, "providing rich listening materials", "retelling the story plot", "providing rich reading materials" and "teaching some sentence patterns and vocabulary expressions". From these measures, we can find a rule: although parents believe that language education should be social, the way they adopt is still "closed" and "input", that is, by providing rich materials for children to learn a lot of knowledge, repeated practice so as to develop language ability. This way of language learning can promote the development of children's language to a certain extent, but it is difficult to become a ability, because there is no flexible use, can only say that this way of learning has a little development on the basis of "rote memorization". It can be seen that although "children's perspective" is widely spread in kindergartens, there are still some deficiencies in family education, and home-school co-education needs to be improved.

Finally, in the assessment of language effectiveness, parents mostly rely on experience judgment, less rely on professional scale evaluation, which also shows that there is still a lot of room for progress in the professional evaluation of children's language.

Professional evaluation first, before the intervention, according to the evaluation results of individualized teaching; The second is to evaluate the effect of the measures according to the evaluation results after the intervention, in order to improve the educational measures.

5.2 Confusion in education

5.2.1 A misconception.

From the perspective of teacher-student ratio, according to the 2018 education statistics released by the Ministry of Education, the total number of kindergartens is 46,564,204, and the total number of teaching staff is 4531,454, with the teacher-child ratio being about 10.28%; The total number of primary school students is 103,392,541, the total number of teachers and staff is 5,732,525, and the teacher-student ratio is about 18.04%. The teacher-student ratio in primary school is much lower than that in kindergarten, and primary school teachers need to deal with relatively more students. Therefore, parents should change their views on home-school education and take more responsibility for language education in the transitional stage.^[10]

5.2.2 A contradiction.

Parents have a certain ideological struggle in the language education of their children in the transitional stage. On the one hand, parents generally believe that language education should follow the interests of children, that is, adopt games, encourage and use interesting content; On the other hand, parents also believe that this stage should prepare for the primary school Chinese subject study, which will lead to teaching some children are not interested in knowledge. The two seem to be contradictory, but the root cause is that parents dominate everything and do not really pay attention to their children's interests.

5.3 Educational advice for parents

5.3.1 Children's perspective.

"Child perspective" refers to the approach to education and learning based on the perspective and needs of the child. It focuses on understanding and paying attention to children's thinking, emotions and life experiences in order to better meet their learning needs and developmental potential.

It includes the following key elements: First, authenticity, the child perspective emphasizes the real child experience and feelings. It requires educators to stand in the child's shoes and understand their inner world and daily life in order to better understand their needs. The second is participation. From the perspective of children, children are active and active learners. They should have the right to express their opinions and ideas and to participate in decision-making and planning in order to realize their respect and reasonable right to development. The third is personalization. The child perspective emphasizes the individual differences and needs of each child. Different

children have different learning styles and interests, and educators need to provide personalized learning support and guidance according to the individual differences of children. The fourth is emotional care, the child perspective emphasizes the attention to children's emotional and psychological needs in the process of education. Educators should provide a safe, supportive and caring environment that builds harmonious teacher-student relationships and promotes positive emotional and mental health in children.

In short, the educational concept from the perspective of children promotes the transformation of educational methods and methods by understanding and paying attention to children's experience and needs, making education more humane and personalized, and better promoting the all-round development of children.

5.3.2 Learning quality.

Ding Haidong, a professor at the School of Education, Fujian Normal University, believes that "the biggest difficulty in connecting children with children is not the change in the content of children's learning itself, but the great change in the learning environment, learning style and interpersonal relationship in kindergartens and primary schools."^[2] Therefore, preschool bridging language education should focus on cultivating children's learning quality. The author believes that the learning quality course in language education can be summarized as social adaptation. Social adaptation has three meanings: socialization, independence and cooperation.

(1) Socialization.

"Language for communication, language for communication", the purpose and result of language education should be to better develop children's social communication ability. According to Piaget's stage theory of cognitive development, children aged 2-7 are in the pre-operational stage, and their thinking is characterized by intuitive action and concrete image.^[11] Therefore, socialized learning can provide children with a situational and concrete learning environment. On the one hand, the cultivation of social language depends on the family relationship and parent-child relationship, the family is a warm harbor, when there is this harbor, the child will be more willing to go out of the family and interact with people, "warm and encouraging" parenting style will promote the development of children's self-esteem, increase children's confidence and desire to communicate. On the other hand, the community is also an ideal place for children to communicate with adults. Interpersonal communication in daily life, such as teaching children to greet elders, taking children to other people's homes, asking children to help buy things in convenience stores, encouraging children to borrow things from neighbors, etc., is very important for children's growth. These experiences can help children overcome shyness and fear of new psychology, cultivate their awareness of active communication and polite and generous social quality. At the same time, this personal experience can also enhance children's interpersonal communication skills and self-confidence, so that they can better adapt to the social environment and interact with others.^[2] Therefore, language education is not a special link, but every bit of life, just as the saying goes, "education is for a better life".

(2) Independence.

From the perspective of children, family language education is not only the task of parents, but also the development of children themselves. It is time for children to participate in the formulation of educational programs and the choice of educational content. Children's psychological development has individual differences, each child has a different level of psychological development, speed, but also have their own emotions, personality, interests and hobbies. Let the child choose the direction of language development, cheerful children may be better at language expression, quiet children tend to read and write, no matter how the choice, when the accumulation reaches a certain degree of children are willing to express their thoughts, so parents do not have to develop a unified development path for the child at the beginning. Only when children have a responsibility for their own choices can they produce a sense of diligence, can they actively learn, develop good learning habits, cultivate learning ability, and form learning quality.

According to Erikson's view of psychological development, the most important task for children aged 3-6 is to form initiative and overcome guilt and withdrawal, while the main task for school-age children aged 6-12 is to obtain a sense of diligence and avoid inferiority.^[12] Therefore, it is of great significance for children to develop the quality of independence and autonomy in the connecting stage of childhood.

(3) Cooperation.

From the perspective of linguistics, family language environment is an important factor affecting children's language education. Our research also analyzed the influence of parents' educational background, purpose, cognition and other factors on the effectiveness of language education. The study found that when parents take cooperative measures in language education, they often achieve greater educational results.

The first is to create a language environment, create a rich language environment in cooperative activities, provide a variety of language resources and opportunities, so that children can access and use language. For example, encourage children to participate in discussion, communication and sharing of ideas, and guide them to express their opinions and feelings in words.

The second is to provide language models and become good language models, using correct grammar and rich vocabulary to communicate with children. Try to use clear, concise language and avoid words and sentences that are too complex or difficult to understand.

The third is to encourage expression, actively encourage children to express their ideas and opinions, and give full listening and response. Listen to your child and encourage them to describe things, tell stories, or ask questions in their own words to develop the confidence to use language to communicate with others.

The fourth is to expand language ability. In cooperation, when the child uses incomplete sentences or has grammatical errors, it is not directly corrected, but is expanded and corrected in a way that encourages and demonstrates. For example, if the child says, "I want to buy apples," he can respond, "Do you want to buy red apples?", which can help children learn more rich expressions.

The fifth is to provide feedback and guidance, and timely give the child's language to express positive feedback and guidance. Encourage them to use accurate words and sentences to express their intentions and help them correct mistakes in pronunciation, grammar or vocabulary use.

Sixth, diversified language activities. Provide diverse language activities in cooperation, such as games, role playing, discussion and story sharing, etc., to encourage children to participate and improve their language ability through practice and interaction.

6 Conclusion

6.1 Summary

According to the questionnaire method and SPSS data analysis, most families can realize their responsibility as the main body of language education in the transitional stage of children's early childhood, and attach a high degree of importance to it. However, due to factors such as limited family resources, inconsistent cognition and action of parents, there are still problems such as unbalanced development of ability, difficult construction of language environment, scattered and unsystematic resources, and lack of language communication. As a result, the effectiveness of family language education measures in the transitional stage of childhood is not outstanding.

The suggestion of family language education in the transitional stage of early childhood mainly lies in the learning quality -- the cultivation of social adaptability, that is, to provide children with a socialized environment and learn in a contextualized and concrete actual scene; Give children the right to choose their own learning tasks, learning goals and learning outcomes, and cultivate children's independent learning ability; Language learning is not a parent-led process but a process of cooperation with children, listening to the true demands of children's hearts, taking an encouraging, accepting, personalized way, respecting children's interests and development rules, education is not to become a winner in the competition but for a better life.

6.2 Outlook

Questionnaire survey can explore the influence of multiple factors on the effectiveness of family language education from a broader level, such as parenting style. At the same time, this study is still to study the language education in the preschool cohesion stage from the perspective of parents. In the future, we can try to use the Mosaic method and other methods to study the preschool cohesion from the perspective of children.^[13]

Author Contributions

This paper was jointly completed by Ping Wei, Yunlu Hu, Xinman Yu. Everyone has made equal efforts in the research of this topic, and their contribution to the paper is average. It is hereby explained.

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